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ABSTRACT

Resulting from a project undertaken by Iowa's Des Moines Area Community College (DMACC) to develop course and program competencies for the assessment of student academic achievement, this plan describes the assessment model developed by the college. Introductory sections describe the process used to develop the plan and provide responses to accreditation questions related to the plan's implementation. Next, the cyclical process-based assessment model is described, indicating that it consists of the following four steps: (1) plan, in which DMACC's assessment philosophy was developed, terms were defined, and course and program competencies were written; (2) do, in which the competencies were implemented and distributed to students and a central computer file of competencies was developed; (3) check, involving the assessment of DMACC students prior to enrollment, of the course competencies, and of DMACC graduates; and (4) act, in which benchmarks established in the assessment phase were analyzed to determine implications for teaching and learning and were implemented to restart the cycle with a new planning phase. This section also describes the implementation of the model beginning in spring 1995 and discusses plans to revise assessment plans in the 1995-96 academic year. Appendixes provide a definition of terms, a list of the competency-based education committee members responsible for developing the DMACC plan, a sample form used for developing course competencies, and course and program competency matrices. (TGI)

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ED 393 507

STUDENT ACADEMIC ACHIEVEMENT ASSESSMENT PLAN

April 1995

DMACC
DES MOINES AREA COMMUNITY COLLEGE

JC 960 209

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EXECUTIVE SUMMARY

HISTORY

Des Moines Area Community College (DMACC) began operation in 1967 and has the largest enrollment of the fifteen publicly supported two-year colleges in Iowa. The College serves the Des Moines metropolitan area and surrounding counties with locations in Ankeny, Boone, Carroll, Des Moines, and Newton, serving approximately 11,000 (FTE) credit students and 42,000 non-credit students annually. The district encompasses 6,500 square miles, or about 11% of the land area of the state. Approximately 20% of the state's population resides within the area served by the College.

In 1991, the College began to evaluate processes related to student academic achievement. It was decided that student outcomes in courses and programs needed to be clearly stated across the institution before attention was focused on assessment. It was assumed that the competency and assessment process was to be faculty driven. A twenty-two member faculty group from throughout the institution formed a cadre which led the competency-based education (Competency-Based Education Cadre - CBE Cadre) and assessment efforts. The development of competencies was completed by faculty for over 2,000 credit and non-credit courses and 65 programs during the 1993-94 school year.

ASSUMPTIONS FOR ASSESSMENT

The CBE Cadre developed the following broad assessment philosophy and assumptions for assessment of student academic achievement to provide a framework for faculty in developing their own assessment plans:

1. The focus will be on continuous quality improvement, not on terminating programs or faculty.

2. The faculty in each program will develop their own program assessment plan of student academic achievement based on the following NCA characteristics of assessment and State of Iowa program evaluation guidelines:

   a. Flows from the institution's mission
   b. Has a conceptual framework
   c. Has faculty ownership/responsibility
   d. Has institution-wide support
   e. Uses multiple measures
   f. Provides feedback to students and the institution
   g. Is cost effective
   h. Does not restrict or inhibit goals of access, equity, and diversity established by the institution
   i. Leads to improvement
   j. Has a process in place for evaluating the assessment program

RESPONSE TO NCA EVALUATIVE QUESTIONS

1. To what extent has the institution demonstrated that the plan is linked to the mission and goals of the institution for student learning and academic achievement, including learning in general education and the major?

The mission of Des Moines Area Community College is "to offer quality programs and courses to meet the different community interests, student abilities and personal objectives of citizens of all ages and level of education, for the purpose of improving the quality of life, the economic conditions, and the public welfare of our state."

DMACC exists to:

- prepare or retrain students for employment and advancement in their chosen occupation through career education.
- assist students to become active, responsible citizens in our democratic society through a program of practical education.
- provide effective assistance to students in exploring their interests, identifying their aptitudes, and selecting the programs of study which best meet their needs and interests.
- provide counseling and other support services which improve a student's chances for success in their educational endeavors.

- provide learning experiences and cocurricular activities which promote personal, social, academic, and vocational development of students.
- prepare students for transfer, typically as juniors, to four-year colleges and universities.
- provide placement services for all students seeking full time or part-time employment.
- provide opportunities for adults to complete their high school education.
- provide off campus adult and continuing education programs as needs and interests are expressed.

The above mission statement, along with the College's purpose, was the basis for the development of DMACC's Educational Model for Continuous Quality Improvement. The four phases, PLAN, DO, CHECK, and ACT, provided the framework for the development of the assessment plan.

The Des Moines Area Community College has had a long commitment to delivering quality programs and courses. DMACC's Educational Improvement Model will provide specific information on how well the institution is accomplishing its mission and goals, and provides direction for continuous change in its programs and services to students.

2. What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?

The development of the assessment plan at Des Moines Area Community College has been a faculty-driven process. A CBE Cadre of twenty-two faculty members representing instructional areas from all four campuses, along with two continuing education consultants, two deans, a curriculum specialist, and the chief academic officer were involved in establishing the assessment process and the resulting model. The committee was later expanded to include eleven additional faculty members and two additional deans (Subject Area Committee) to provide broader-based faculty representation. Members of both the CBE Cadre and Subject Area Committee communicated the results of their work with colleagues in the respective programs

and provided opportunities to review, react to and make modifications to the recommendations and model proposed. The consolidation of these two groups facilitated the successful exchange of ideas between and among faculty about the process and the model, as well as expanded the opportunity for input and involvement.

3. How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?

A critical characteristic of quality in today's colleges is ability to ensure student academic success. Through the development of the assessment model, four factors were identified in the overall assessment plan:

- Pre-DMACC assessment (entry level assessment)
- Course competency assessment
- Program assessment
- Post-DMACC assessment

Assessment results will be used for strategic planning and program evaluation for the purpose of increasing institutional effectiveness. The results of assessment in each of the four areas identified above provide opportunities for improvement of instruction by: 1. determining the amount and level of educational assistance needed by entering students; 2. examining alternative instructional delivery methods and techniques to increase the level of student academic achievement; 3. continuing to validate and refine program outcomes to ensure student success upon program completion; and 4. evaluating student and employer satisfaction with employment, or success in transfer to a four-year institution of higher learning. In the long term, the assessment program planned for DMACC provides challenges, as well as opportunities for continuous improvement through an on-going cycle of planning and evaluation.

4. Is the timeline for the assessment plan appropriate? Realistic?

The timeline established by the committee for competency and assessment development is realistic and achievable. The first phase, development of course and program competencies, provided a foundation upon which to build assessment plans in each program, and was accomplished in three years, 1991 to 1994. Each program is currently in the process of developing its own assessment plan, with implementation beginning for the academic year, 1995-96.

The model for assessment provides for a continuous cycle which results in on-going evaluation and provides for modifications when needed. The timeline for competency and assessment development is as follows:

1991-92
- Cadre for Competency-Based Education and Steering Committee established.
- Guidelines for writing course competencies developed by Cadre.
- Competencies written for all vocational and related courses.
- Program competencies written for all vocational programs.

1992-93
- Competency/subcompetency writing workshops held for faculty.
- Subcompetencies written for all vocational and related courses.
- Competencies and subcompetencies written for all remaining courses offered at DMACC.
- Competencies written for all non-credit courses.
- DMACC's move to competency-based education was explained at new student orientation.
- Course competencies distributed to students at the beginning of each term.

1993-94
- Subject Area Committee established to facilitate structured collaboration among discipline faculty on all campuses.
- Continuation of writing, or revising, competencies/subcompetencies for all courses.
- Competency-Based Education Cadre and Subject Area Committees merged.
- Competencies/subcompetencies stored on computer database on local area network to permit access by faculty, students, counselors, and administrators.
- DMACC Educational Model for Continuous Quality Improvement finalized.
- Procedure for student assessment developed by Cadre and Subject Area Committee.

1994-95
- Course and program assessment matrices completed by faculty.
- Outcomes for Core/General Education courses developed and approved by curriculum commission.
- Assessment plans for programs in developmental stage.

1995-96
- Continuation of assessment plan development.
- Implementation of assessment plan.

1996-
- Ongoing review of Educational Improvement Model.

5. What is the evidence that the plan provides for appropriate administration of the assessment program?

The plan will be administered by the vice-president of academic affairs and the dean, curriculum and scheduling, with support provided to faculty by the academic and campus deans, curriculum specialist and institutional data analyst. The CBE Cadre and Subject Area Committee will review the plan annually and make modifications as needed.

ASSESSMENT PLAN FOR STUDENT ACADEMIC ACHIEVEMENT

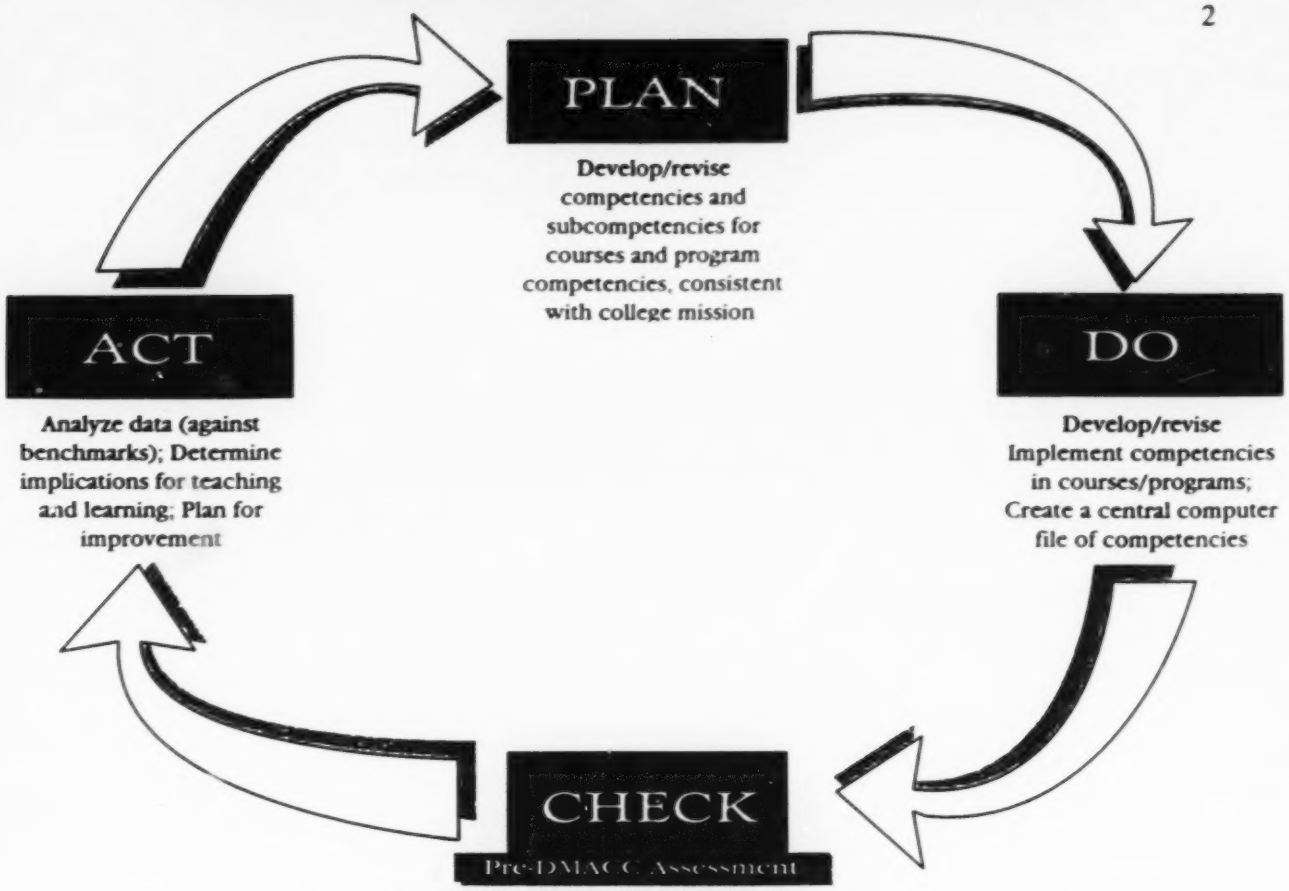
INTRODUCTION

The process of preparing for assessment began in the fall of 1991 with the purpose of reviewing outcomes related to student academic achievement. The plan for the assessment of student academic achievement is based on established and new assessment techniques identified from a comprehensive review of the literature. It incorporates existing institutional data that will be expanded to provide additional information to give a more accurate portrait of student academic achievement. The development process revealed that the College currently gathers a variety of data that has not been used or has been underutilized as indicators of student achievement. The proposed assessment plan will place emphasis on using existing data in new ways, while concurrently expanding data collection to more adequately assess student academic achievement. The new assessment model, DMACC's Educational Model for Continuous Quality Improvement, features a process which incorporates aspects of total quality management for continuous improvement through constant self review and analysis.

EXPLANATION OF THE MODEL

The assessment model shown on the next page has, as a foundation, a continuous or cyclical process based on a total quality concept. The Shewhart Cycle -- PLAN, DO, CHECK, ACT, from the *Deming Management Model* (1986) by Mary Walton -- is the backdrop for the process. In the PLAN phase of the process, a philosophy was developed, terms defined (Appendix A) and competencies for programs and courses were written that are consistent with the College's mission, goals and objectives. The DO phase of the process, is one in which

DMACC Educational Improvement Model for Continuous Quality Improvement


PLAN
Develop/revise competencies and subcompetencies for courses and program competencies, consistent with college mission
DO
Develop/revise Implement competencies in courses/programs; Create a central computer file of competencies
CHECK
ACT
Analyze data (against benchmarks); Determine implications for teaching and learning; Plan for improvement

Pre-DMACC Assessment

- ACT/SAT• ASSET• Admissions/advising
- High school articulation• Previous college experience
- Other

Student Competency Assessment

- Assignments•Attendance/participation• Capstone projects
- Group work• In-class feedback/Simulation• Interviews
- •Internships• Labs• Oral reports• Portfolios• Tests
- Written reports•Other

Program Assessment

General

- Advisory committees •Agency accreditation• Articulation
- Competencies courses matrix• Exit exam
- Faculty professional involvement• Professional development
- Resources (equipment, software, etc.)• Student satisfaction

Competencies

- Exit exam• Capstone course/project• Portfolios•

Post-DMACC Assessment

- Employer survey• Focus group• Graduate Survey • State licensure exams
- Transfer student performance• Other

teaching/learning occurs, and has included the distribution of competencies to students, and the establishment of a central computer file of all course and program competencies. The CHECK phase of the process includes a series of assessment activities, all directed at students at various stages of the educational process at Des Moines Area Community College: Pre-DMACC assessment; Student course competency assessment; Program competency assessment, and Post-DMACC assessment. The ACT phase is that part of the process, in which benchmarks, established in the CHECK phase, are analyzed to determine the implications for teaching and learning. Once the analysis is completed, the model has gone full circle, feedback has occurred, and the results of the analysis are used to plan, thus starting the process all over again.

The process is one that allows for continuous self review and analysis, and requires the collection of data on performance in teaching and learning. The College has completed the first two phases of the model: PLAN and DO. Preparation for the CHECK phase is underway, and implementation will begin in the 1995-96 academic year. The ACT phase of the model will be implemented once the CHECK phase is completed. Data collected in the CHECK phase will be analyzed to determine the implications for the improvement of teaching and learning.

EVOLUTION OF THE MODEL

The sections which follow are provided to show to what extent Des Moines Area Community College faculty and staff have been involved in each phase of the assessment process.

PHASE 1: PLAN

Des Moines Area Community College's Educational Model for Continuous Quality Improvement evolved over a four-year period resulting in the transformation of DMACC's

curriculum to one which is now competency-based. Prior to the start of the fall semester, 1991, a curriculum development specialist was assigned to begin the legwork to facilitate dialogue among vocational and academic faculty related to student outcomes as indicators of institutional effectiveness. Background research was conducted to determine the types of changes taking place on the educational landscape throughout the nation and how these changes would impact education in general, and particularly education in the community college. Issues of accountability, quality, and outcomes assessment surfaced as not only important, but absolutely critical to DMACC's demonstration of its overall effectiveness. Mandates from state legislatures throughout the nation became much more explicit about the academic achievement of students. Accrediting agencies, including the North Central Association, require assurances that students' academic achievement as a result of the teaching/learning process be demonstrated. Improvements resulting from assessment of student academic achievement would become an indicator of the effectiveness of an institution. All these issues played a significant role in the initiative undertaken by Des Moines Area Community College in an in-depth review and analysis of its students' academic achievement.

The assessment model was developed, initially, by a group comprised of twenty-two faculty members, two continuing education coordinators, two deans, a curriculum specialist and a vice-president (Appendix B) who would define and re-define the process used and the model resulting. The instructional group, later to be known as the "CBE Cadre," was charged with establishing the groundwork for the competency development process and the framework for the assessment model. A process was initiated which would facilitate the communication of the results of the cadre's work to all faculty. The results of the cadre's meetings were

communicated to other faculty and administrators on a regular basis to permit review, reaction, feedback, and possible modification. The cadre began by determining the skills and knowledge students should acquire as a result of completing a course or program of study. The first year (1991-92) was essentially a year of planning in preparation for what would ultimately result in a competency-based curriculum.

The second year (1992-93) of the process resulted in the development of guidelines for competencies and subcompetencies to be written by faculty in all instructional areas. For non-credit courses, competencies were written for all active courses and continue to be written as courses are developed and scheduled. Workshops were offered to assist faculty in writing competencies and subcompetencies. In a number of cases individual assistance was provided to faculty members by the curriculum development specialist. A new district administrative department, Curriculum and Scheduling, was established to manage and coordinate the additional activity brought about as a result of the move to a competency-based curriculum. First, competencies written by faculty in the various vocational programs were collected, and reviewed. Competencies for each course (Appendix C--Example) and program of study at DMACC has been identified and written by faculty, with input from and consultation with administrators, advisory committees, individuals from business and industry, and other stakeholders. Next, subcompetencies for the vocational credit courses and competencies and subcompetencies for liberal arts credit courses were developed. Competencies, or outcomes, were also written for the general education components of liberal arts/transfer programs of study. A review of all course competencies was conducted by the curriculum specialist to ensure consistency in adherence to the established guidelines. (All course and program competencies

will be reviewed by faculty, advisory committees, and administrators on an annual basis to determine their continued relevance and appropriateness).

PHASE 2: DO

During the third year of the process (1993-1994), students were made aware of the college's competency-based curriculum when it was explained at new-student orientation sessions. Competencies for each vocational program were incorporated in the individual program information briefs (PIBs), a one or two sheet synopsis of program requirements and costs. Course competencies and subcompetencies were required to be distributed to students by instructors as a part of, or in addition to, their course syllabi. Faculty were asked to use this initial distribution of the course competencies as a "trial run" to review course competency statements, and more adequately focus on the implications of these competency statements for students' learning, as well as their own teaching. Another goal was to make revisions in the competencies and subcompetencies to enhance the teaching methods already in use or develop new strategies perceived as more effective. In addition, this review of the program competencies and course competencies and subcompetencies caused many faculty to take a much closer look at students' entry-level skills. A review of entry-level skills, resulting from the competency development process, has identified the higher-level skills and knowledge needed prior to enrollment in some highly technical and health-related programs. (Recommendations are made based on ASSET, ACT, and SAT scores, that students enroll in courses to develop or build the skills necessary to enter these programs and successfully complete them).

PHASE 3: CHECK

In the fourth year of the process, the current (94-95) academic year, the primary focus is on techniques to assess student learning at the course and program levels. The traditional methods of student assessment, used by most instructors, have been examined carefully to determine if they adequately measure student achievement. While many students respond well to traditional methods of assessment, not all students do; therefore, alternative assessment techniques, such as capstone projects and courses, and portfolios, have been investigated to address the portion of the institution's student population, whose learning may not be effectively assessed well by traditional methods.

The CHECK phase of DMACC's Educational Model for Continuous Quality Improvement includes a series of assessment activities that are directed at students in a variety of places in the educational process. There are four levels of assessment activity in this phase of the model: Pre-DMACC Assessment; Student Course Competency Assessment; Program Competency Assessment; and Post-DMACC Assessment. On the next page is a summary of assessment techniques used for each level. At each assessment level a student may be assessed in a number of ways. The Pre-DMACC Assessment level includes assessment which occurs prior to a student's enrollment. Des Moines Area Community College defines entry assessment as a process to determine whether incoming students possess the basic academic skills associated with success in college-level courses. Students may demonstrate these skills in one of three ways: attaining a minimum composite ACT score of 19; completing course work at the post-secondary level with a grade of C or better; or attaining a minimum score of 41 on the ASSET tests administered during an orientation session called the Success Seminar. The majority of

ASSESSMENT SUMMARY TABLE

PHASE	TECHNIQUE
PRE-ASSESSMENT (For all students.)	ACT/SAT ASSET High school articulation Previous college credit Other
STUDENT COURSE ASSESSMENT (For each credit course a student takes.)	Capstone project Group work Classroom assessment techniques (CAT) Simulation Interviews Tests Oral reports Daily assignments Other
PROGRAM ASSESSMENT (For all programs.)	Exit exam Capstone project Capstone course Portfolio Student satisfaction survey Articulation Advisory committee Agency accreditation Other
POST DMACC ASSESSMENT (Completed for each program at a minimum of at least once every five years.)	State licensure exams Graduate survey Employer survey Focus groups Transfer student performance Other

students satisfy the assessment requirement by taking the ASSET Test. The ASSET battery used includes reading, language, and math tests; the math component may be an arithmetic or an algebra test, depending on the student's educational background and goals. An integral part of entry assessment is academic advising. Students who score below 41 in any test are encouraged to strengthen their academic skills by enrolling in courses designed to develop or build basic skills to increase their ability to succeed in college level courses. The institution has mandatory placement only in nursing, printing and ASEP, BSEP, and ASSET automotive programs.

Student Course Competency Assessment includes a combination of instructor assessment techniques used to determine the student's level of attainment of the competencies identified for a specific course. The assessment strategies used by instructors vary from course to course and from program to program. Each instructor has identified the assessment techniques he/she uses for each course taught at Des Moines Area Community College. A course competency matrix (Appendix D--Example) was developed that lists the competencies for the course and the assessment methods used to determine the students' level of attainment of each competency.

A copy of each instructor's course assessment matrix, or composite matrix for courses taught by several instructors, is maintained in each respective dean's office as well as in the Curriculum and Scheduling Department. The matrices serve as a resource for instructors interested in reviewing different assessment methods used by other instructors.

The Program Competency Assessment level includes a variety of techniques which may be used to determine the students' level of attainment of the competencies identified for a program of study at Des Moines Area Community College. Students' level of attainment of the program's competencies may be assessed by exit exams, accrediting agency exams, student

success in transfer institutions, portfolios, and in capstone courses and projects. In addition to assessing the students' level of attainment of the program's competencies, assessment of program effectiveness in this area may be done by advisory committee members, who are practicing professionals, as well as by representatives of local business and industry closely related to the program. Another measure of the program effectiveness will include student satisfaction surveys.

A program competency matrix (Appendix E--Example) was developed which identifies the competencies for a specific program, the courses which are a part of that program, and the course(s) in which a specific competency or competencies are taught.

The Post-DMACC Assessment level includes a number of measures to determine effectiveness of the institution as it relates to its product - the student. Employer surveys provide information on how well the institution prepared the student for the workplace. Transfer student performance at four-year institutions supplies data which allows DMACC to compare its effectiveness with that of other two- and four-year institutions of higher education. Student focus groups and graduate surveys provide the institution with the students' perceptions of the education/training they received at Des Moines Area Community College. Several of the post-DMACC assessment activities will take place at least every five years as part of the five-year program evaluation process, with some assessment activities taking place each year.

PHASE 4: ACT

The ACT phase of the model analyzes the benchmarks, established in the CHECK phase, to determine the implications for teaching and learning. The results of the analysis will be used to plan for change and improvements. Staff development and inservice training activities will

be conducted to introduce and demonstrate new and different assessment strategies which provide a more realistic and truer snapshot of student learning. Ideally, instructors will better serve increasing numbers of students who bring a diversity of learning styles to the institution.

MODEL OPERATION (IMPLEMENTATION OF MODEL)

The development of the model began in the fall of 1991. The first two phases of the model - PLAN and DO, have already been implemented. The beginnings of the third phase - CHECK, started in the spring of 1995 with an initial draft of assessment plans for each program. The assessment plans will be revised, refined and finalized during the 1995-96 academic year. Implementation of assessment plans for selected programs will occur in the 1995-96 academic year.

Program assessment plans are to be developed by the faculty and staff responsible for the program by responding, in narrative form, to the questions posed below:

- What data is to be collected?
- What is the purpose of the data collected?
- How do you envision the data collected being used?
- When implemented, how will the assessment plan used lead to improvements in the teaching/learning process?
- What are the details of the assessment plan implementation?
- How will the assessment plan be evaluated?

The data collected through the assessment process should improve decision making that will enhance the teaching/learning process, supporting organizational development and facilitate meaningful planned change. Numerous benefits may be derived from the implementation of DMACC's assessment plan. Among other things, the implementation may:

- lead toward shared decision making when assessment findings are used
- provide clarification of common goals between students, faculty and employers
- enhance an environment for experimental practices and programs
- focus on discussion of student development and curriculum revision

- increase the involvement of faculty and students in planning
- provide a foundation for a computerized longitudinal tracking system
- increase involvement of faculty in program revision
- improve instruction and advising
- increase learning expectations of students and faculty
- facilitate conditions for a supportive learning environment
- indicate trends to be realized, suggesting directions for change
- utilize data to develop future college planning objectives necessary to achieve desired outcomes
- provide concrete assessment results for incorporation during strategic planning and resource allocation to provide for continuous quality improvement

Two significant positive outcomes the institution experienced as a result of the process experienced are particularly noteworthy from the standpoint of student achievement as an indicator of institutional effectiveness: (1) a more systematic approach to the collection and use of data in the future, providing a more accurate picture of student learning, and (2) faculty involvement and input to the process has been the key factor in the development of the assessment plan and in ensuring their long-term buy-in to the assessment plan. In addition, the plan satisfies the goal ". . . to provide information to enhance the quality and effectiveness of community college instructional programs . . .", which is a requirement of the State of Iowa's Program Evaluation Model for the Division of Community Colleges, the purpose of which is to assess the quality outcomes of community college programs.

APPENDIX

Appendix A

TERMINOLOGY

(FOR COMPETENCY-BASED EDUCATION AT DMACC)

DMACC'S PHILOSOPHY OF COMPETENCY-BASED EDUCATION

The guiding principle which defines the purpose and commitment to the development of competency-based instruction is as follows:

> To define and communicate competencies which establish measurable levels of performance consistent throughout the institution in common course areas that will provide learners with job and life skills that respond to the needs of stakeholders.

COMPETENCY-BASED EDUCATION: A systematic approach aimed at improving the teaching/learning process which addresses the questions: What do we want our students to be able to know and do? How can we best ensure that they will be able to achieve those outcomes? How do we know when they are achieved?

PROGRAM COMPETENCY: A broad, general statement explaining the outcomes resulting from a student's successful completion of a program of study.

COMPETENCY (OUTCOME): The knowledge, skills and attitudes students are expected to know or demonstrate at the completion of a course. A competency statement is a general statement that contains the following three parts: 1. an action verb, 2. an object that receives the action and 3. one or more relevant qualifiers if necessary.

SUBCOMPETENCY: A subcompetency takes a competency and subdivides it in order to identify what the student must "know" or be able to "do" in order to achieve the competency. A subcompetency statement has the same three parts as a competency.

STAKEHOLDER: A "stakeholder" is anyone inside or outside DMACC who cares about the institution's performance.

Appendix B

COMMITTEES FOR COMPETENCY AND ASSESSMENT DEVELOPMENT

COMPETENCY BASED EDUCATION CADRE

Steering Committee

Name	Position	Campus
Winston Black (1991 -)	Curriculum Development Specialist	Ankeny
Kathy Crall (1991 -)	Instructor, Office Technology	Urban
Mike Delaney (1991 -)	Instructor, Sociology	Ankeny
Kerry George (1991 -)	Instructor, Respiratory Therapy	Ankeny
Karen Heuer (1991 -)	Instructor, Marketing	Ankeny
Jolyne Ghanatabadi (1991 -)	Dean, Curriculum/Scheduling	Ankeny
Kim Linduska (1991 -)	Vice President, Academic Affairs	Ankeny
Doug Nicolet (1991 - 1993)	Instructor, Commercial Art	Ankeny

Cadre Members

Connie Booth (1991 -)	Instructor, Nursing	Boone
Vivian Brandmeyer (1991 - 1993)	Instructor, Office Technology	Boone
John Brockelsby (1991 -)	Instructor, Business Administration	Carroll
Kathy Brown (1991 -)	Instructor, Academic Achievement Center	Urban
Mary Doidge (1991 -)	Instructor, Child Development	Ankeny
Jim Dowis (1991 -)	Instructor, Data Processing	Ankeny
Janet Drake (1991 -)	Coordinator, Continuing Ed	Ankeny
Helen Gerber (1991 - 1993)	Instructor, Office Technology	Ankeny
Bill Hendrick (1991 - 1993)	Instructor, Auto Mechanics	Ankeny
Jan Klinker (1991 -)	Instructor, Office Technology	Ankeny
Lou Ann Knorr (1991 -)	Instructor, Office Technology	Carroll
Jan LaVille (1991 -)	Instructor, English	Boone
Michelle Mosman (1991 - 1993)	Instructor, Math/Academic Achievement	Ankeny
Joyce Nelson-Smith (1991 -)	Coordinator, Continuing Ed	Ankeny
Hal Sartain (1991 - 1993)	Instructor, Speech	Ankeny
Robert Schouten (1991 -)	Instructor, Mathematics	Carroll
Dick Silver (1991 -)	Instructor, Tool & Die	Ankeny
John Twedt (1991 -)	Instructor, Building Trades	Ankeny
Pam Van Ast (1991 -)	Dean, Health & Public Services	Ankeny

SUBJECT AREA COMMITTEE

Name	Position	Campus
Ruth Aurelius (1994)	Instructor, Speech	Ankeny
Tom Cullinan (1994 -)	Instructor, Biology	Carroll
Jolyne Ghanatabadi (1994 -)	Dean, Curriculum & Scheduling	Ankeny
Ed Keefe (1994 -)	Instructor, Data Processing	Urban
Jan Klinker (1994 -)	Instructor, Office Technology	Ankeny
Kim Linduska (1994 -)	VP, Academic Affairs	Ankeny
Gary Lyon (1994 -)	Instructor, Chemistry	Boone
Lee McNair (1994 -)	Instructor, Sociology	Boone
Kay Mueller (1995 -)	Instructor, Drama	Boone
Verlyn Noring (1994 -)	Instructor, Business Administration	Ankeny
Kriss Philips (1994 -)	Executive Dean	Boone
Robert Schouten (1994 -)	Instructor, Math	Carroll
Burgess Shriver (1994 -)	Dean, Sciences & Humanities	Ankeny
Jim Stick (1994 -)	Instructor, English	Ankeny
Leigh Streff (1994 -)	Instructor, English	Urban
Cyndie Tomes (1994 -)	Instructor, Accounting	Urban
Dick Wagner (1994)	Instructor, History/Geography	Ankeny

Appendix C

Des Moines Area Community College

COURSE INFORMATION

Acronym/Number MKTG 103

Title PRINCIPLES OF SELLING

Credit Breakout	3	3	0	0	0
	(credit	lecture	lab	practicum	work experience)

PREREQUISITE(S):

COURSE DESCRIPTION:
Emphasizes the "consultative style" of personal selling. Covers the importance of establishing good relationships, finding prospect needs, providing a solution to these needs, and closing a high percentage of sales interviews.

COURSE COMPETENCIES:
During this course, the student will be expected to:

General Sales Knowledge

1. Explain careers, opportunities, and benefits of personal selling.
   - 1.1 Discuss the unique advantages of personal selling.
   - 1.2 Discuss current issues and trends in sales training.
   - 1.3 Determine the variety of career opportunities of personal selling.
   - 1.4 Explore the rewards in personal selling careers.
   - 1.5 Explain the work environment as it pertains to personal selling.
   - 1.6 Discuss future employment opportunities in personal selling.

2. Summarize the effect of selling in a marketing economy.
   - 2.1 Demonstrate an understanding of the relationship of personal selling to the American economy.
   - 2.2 Demonstrate an understanding of the concept of personal selling as it relates to the broader study of marketing.

3. Apply theories of buyer motivation.
   - 3.1 List the factors that influence buying decisions.
   - 3.2 Explain the complex nature of consumer motivation.
   - 3.3 Define buying motives, i.e., emotional, rational, patronage.
   - 3.4 List ways to discover buying motives.
   - 3.5 Demonstrate the consultative selling model.
   - 3.6 List the mental steps in the buying process.
   - 3.7 Define buyer action theory.
   - 3.8 Define need/satisfaction theory.

4. Create a prospecting plan.
   - 4.1 Discuss the importance of identifying prospects.
   - 4.2 List sources of prospects.
   - 4.3 Describe how to qualify prospects.

5. Discuss how to determine one's competition.
   - 5.1 List the types of information to know about one's competition.
   - 5.2 Describe the benefits derived from competition knowledge.

6. Explain the product and/or service.
   - 6.1 List the types of information to know about one's company.
   - 6.2 Describe the benefits to be derived from company knowledge.
   - 6.3 Describe the kinds of product knowledge that should be acquired by sales people.
   - 6.4 Discuss sources of product knowledge.
   - 6.5 Discuss product features vs. product benefits.

7. Explain the various communication styles.
   - 7.1 List major elements of the communication style model.
   - 7.2 Discuss benefits from understanding communication styles model.
   - 7.3 Define communication style flexing.

8. Discuss the importance of a positive self-image.
   - 8.1 Explain characteristics of a healthy self-image.
   - 8.2 Discuss the impact of self-image in the field of selling.

8.3 List the various kinds of nonverbal, visual, and auditory data that influences the image you project.
8.4 Describe how to dress for success.

9. Apply time management techniques to the art of selling.
9.1 Describe how to use time management concepts.
9.2 List factors that go into territory and client management.
9.3 Describe how to create and maintain records of sales documents.

10. Evaluate ethical practices in selling.
10.1 Discuss the importance of ethical standards in the field of selling.
10.2 List the legal and ethical standards in selling.
10.3 Practice ethical standards in the sales profession.

11. Write out the steps and goals of the sales presentation.
11.1 List the steps included in the sales presentation.
11.2 Identify the goals to be accomplished by a sales presentation.
11.3 Determine the guidelines for developing an effective presentation.
11.4 Explain the purpose and use of presentation strategies.
11.5 Discuss the advantages of sales presentations.
11.6 Outline common sales presentation strategies.
11.7 Conduct a sales presentation which is evaluated by a marketing instructor.

Sales Demonstration Knowledge

1. Develop complete pre-approach information.
1.1 Demonstrate knowledge of the basic steps of the preapproach.
1.2 Describe how to secure an interview.
1.3 Determine sources of prospect information.

2. Design an approach.
2.1 Discuss how to secure the interview.
2.2 Describe effective approaches used with the customers.
2.3 Demonstrate ways to capture the prospect's attention.
2.4 Identify ways to be used to arouse the prospect's interest.

3. Determine wants/needs of the customer.

4. Use questioning techniques to gain information.

5. Select and prepare selling aids for demonstration.
5.1 Use the various types of selling aids.
5.2 Demonstrate effective ways of using sales aids.

6. Anticipate sales resistance and ways to manage it.
   - 6.1 Explain common reasons for sales resistance.
   - 6.2 Demonstrate strategies for handling sales resistance.
   - 6.3 Employ methods to overcome common types of objectives.

7. Develop trial closes for actual use.
   - 7.1 Identify appropriate time to close sale.
   - 7.2 Demonstrate methods of closing the sale.
   - 7.3 Discuss steps to follow with either an affirmative or negative sales response.

8. Develop for actual use closing techniques.
   - 8.1 Identify appropriate time to close sale.
   - 8.2 Demonstrate methods of closing the sale.
   - 8.3 Discuss steps to follow with either an affirmative or negative sales response.

9. Demonstrate when and how to use suggestive selling.
   - 9.1 Explain how to use suggestive selling effectively.

10. Demonstrate techniques of servicing the sale.
    - 10.1 Demonstrate activities involved in customer service.
    - 10.2 Define customer service strategies and their value.
    - 10.3 Describe methods to deal with customer complaints.

INSTRUCTIONAL MATERIALS:

Textbooks: For each text used in this course, identify the minimum chapters to be covered in this course.

Selling Today - 5th Edition. Chapters Covered: 1-14, Allyn and Bacon, Manning/Reece

Study guide
Transparencies
Test banks
Computer hardware/software
Other (example: Laboratory equipment for biology/chemistry class)
Computer Laboratory

Preparation

date 5-5-93

by: Jerry Manning

Campus: A B C U OC

extension: 6465

verified by: wb

Appendix D

Course Competencies SOCY:204 SOCIAL GERONTOLOGY/APPLICATIONS (page 1 of 2)	CAPSTONE PROJECT	GROUP WORK	IN CLASS FEEDBACK	SIMULATION	INTERVIEWS	SKILL TESTS	ORAL REPORTS	ASSIGNMENTS	LAB	TESTING	OTHER							
1. Define gerontology.			X		X					X								
2. Summarize the reasons for studying gerontology.			X							X								
3. Explain gerontology as a field of study.			X							X								
4. Analyze demographic trends in aging.			X					X		X								
5. Analyze stages of the human life cycle.			X					X		X								
6. Identify stereotypes and role transitions in later life.		X	X					X		X								
7. Explain the theoretical and methodological issues related to gerontology.			X					X		X								
8. Analyze the different research techniques and issues.		X	X					X		X								
9. Analyze the biological and health correlates of aging.			X	X	X			X		X								
10. Outline causes of illness and death in old age.			X					X		X								
11. Define holistic health care.			X							X								
12. Discuss prolongevity, nutrition, exercise, and findings on sexuality in old age.			X		X			X		X								
13. Examine the family life cycle.			X		X			X		X								
14. Consider family patterns in later life.		X	X		X			X		X								

Course Competencies SOCY:204 SOCIAL GERONTOLOGY/APPLICATIONS (page 2 of 2)	CAPSTONE PROJECT	GROUP WORK	IN CLASS FEEDBACK	SIMULATION	INTERVIEWS	SKILL TESTS	ORAL REPORTS	ASSIGNMENTS	LAB	TESTING	OTHER							
15. Explain grandparenting styles.			X					X		X								
16. Demonstrate an understanding of issues related to work, retirement, and leisure s it relates to the elderly/aging.		X	X		X			X		X								
17. Describe the economics of aging.			X		X			X		X								
18. Explain the theoretical and methodological issues related to gerontology.			X					X		X								
19. Summarize the impact of environment on older people.			X		X			X		X								
20. Discuss mental health as it relates to the elderly.			X		X			X		X								
21. Explain ways the elderly are victimized.			X		X			X		X								
22. Analyze minority and cross-cultural aspects of aging.			X					X		X								
23. Explain issues related to death and dying.			X					X		X								
24. Explain the hospice movement.			X							X								
25. Evaluate the politics of, and programs for, the elderly.	X	X	X		X		X	X		X								

Appendix E

Program Competencies Office Technology '94-'95	ACCT 301	BSAD 223	COOP 220	MGMT 153	MGMT 203	OFFC 204	OFFC 205	OFFC 206	OFFC 301	OFFC 302	OFFC 324	OFFC 337	OFFC 338	OFFC 340	OFFC 341	OFFC 344	OFFC 345
1. Explain the importance of the role of an office professional in today's business setting.	X		X	X	X	X		X						X	X	X	
2. Demonstrate the ability to use specific hardware and software and to apply generic concepts.						X		X	X	X		X	X	X	X	X	X
3. Communicate effectively, using verbal, nonverbal, and written communication skills.	X	X	X	X	X	X	X	X				X	X	X	X	X	X
4. Demonstrate workplace basic skills.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Demonstrate the ability to be flexible and adaptable.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Utilize time management techniques.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Project professional appearance.	X	X	X	X	X	X	X	X									
8. Demonstrate the ability to be a team member.	X	X	X	X	X	X	X	X									
9. Recognize cultural diversity			X	X	X	X		X									

OPTION 1: SPCH110, SPCH117 OPTION 2: ACCT (Any Accounting); BSAD (Any Business Administration); BUSL (Any Business Law); COMS (Any Computer Science); DATA (Any Data); MGMT (Any Management); MKTG (Any Marketing); OFFC (Any Office)